

INTERLINGUAL AND INTRALINGUAL ERRORS IN WRITING ENGLISH COMPOSITIONS MADE BY EFL STUDENTS OF MUHAMMADIYAH UNIVERSITY OF MAKASSAR

Fatmawati Riri¹, Haryanto², Kisman Salija³

^{1,2,3} Faculty of Language and Education, State University of Makassar, St.Gunungsari Baru. Bonto Langkasa, Makassar, Indonesia.

Fatmawati_riri@yahoo.com

haryanto@unm.ac.id

kismansalija@unm.ac.id

Abstract: This research aimed to find out the kinds of interlingual and intralingual errors made by EFL student in writing, the frequency of the interlingual and intralingual errors occurred in students' writing, the students' perceptions about the causes of interlingual and intralingual errors in writing. This research used a descriptive method. In obtaining the data, this research applied systematic random sampling technique. The instruments were writing test and interview. The subject of the research was the fourth semester students of English Department of Language and Art Study at Muhammadiyah University of Makassar of academic year 2016/2017. The researcher found that there were 82 interlingual errors; 25 (30,49%) in underproduction, 22 (26,83%) in calques, 18 (21,95%) in overproduction, 9 (10,98%) in misinterpretation, and 8 (9,76%) in substitutions. In intralingual errors, there are 127 errors made by the fourth semester students in writing composition. There are 56 (44,09%) in false analogy, 29 (22,83%) errors in misanalysis, 16 (12,60%) errors in overlooking co-occurrence restrictions, 7 (5,51%) errors in incomplete rule application, 5 (3,94%) errors in hypercorrection, 6 (4,72) errors in exploiting redundancy, 8 (6,30%) errors in system-simplification or over-generalization. The researcher also analyzes the students' perceptions about the causes of interlingual error and she found that interference of native language is the most influence factor in writing. They also used their L1 in brainstorming their paragraph and then translated into English. Another cause is the students did not fully understand how to correlate the paragraph and the next paragraph. In Intralingual, the students believe that the sentence they wrote was surely correct. They also did not fully understand the distinction in the target language. another cause is the students admitted to memorize, and that didn't help in writing so much as they tended to get confused on the time frame of the tenses and the last causes is the student still have doubts in using some rule in English. They did not sure in using a particular rule.

Keywords: *interlingual, intralingual, error analysis, English composition, writing.*

INTRODUCTION

Learning a second or foreign language cannot be separated from making errors. Even the native speaker themselves are not free from making errors. In second language learning, the learner's error indicates both the state of the learner's knowledge and the way in which the language is taught (Richard, 1973). An error is natural, however, errors made by the learners and the native speaker are different. The differences are the native speakers recognize their errors, while learners do not always recognize their errors.

There are several factors that cause students commit errors that connect with the language that they learned. In the study of English errors, Richards (1997) points out that error is not only caused by the interference from the mother tongue, but also what he calls overgeneralization, ignorance of the rules restriction, incomplete application of rules, and false concepts hypothesized. These types of errors are called developmental errors.

By knowing and understanding the students' errors, the teacher expected to be able to improve their teaching skill and instructional process. Errors can be a useful feedback for the teachers. In this case, teachers will measure themselves how far they succeeded in giving the instructional material to their students (Dulay, Burt, & Krashen, 1982).

LITERATURE REVIEW

Richard and Schmidt (2002:184) states that error is (in the speech or writing of a second or foreign language learner) the use of a linguistic item in a way which a fluent or native speaker of the language regards as showing faulty or incomplete writing. A learner makes a mistake when writing or speaking is due to lack of attention, fatigue, carelessness or some other aspects of performance (J. C. Richards, 1997).

According to Brown (2007), error analysis is the study of the learner's error, which can be observed, analyzed, and classified to reveal something of the system operating within the learner. Brown claims that it can keep too closely focused on specific languages rather than viewing universal aspects of language.

J. C. Richards (1997) states that if the learners of a foreign language make mistake in the target language by the effect of his mother tongue that is called as interlingual. Most of the learner errors in the second language and foreign language result primarily from the learner's assumption that the second language forms are similar to the native language (Brown, 1980). Interference from the students' own language is not the only reason for committing errors. Students may make mistake in the target language since they do not know the target language very well, they have difficulties in using it.

Based on J. C. Richards, (1971) intralingual errors result from faulty learning of the target language. For example, the students attempt to use two tense markers at the same time in one

sentence since they have not mastered the language yet. When they write ‘he is come here’, it is because the singularity of the third person requires ‘is’ in present continuous, and ‘-s’ at the end of the verb in simple present tense. In short, intralingual errors occur as a result of learners’ attempt to build up concepts and hypotheses about the target language from their limited experience with it.

METHOD

In order to identify the interlingual and intralingual errors, the method used in this study was a qualitative descriptive research. A qualitative descriptive is used to investigate the kinds of interlingual and intralingual error made by EFL students. Qualitative descriptive is purely data-derived in that codes are generated from the data in the source of the study (Lambert et al, 2012). The participants of this research were the fourth semester students of English department in the academic year of 2016/2017. The classes were A, B, C, D, E, F G, H, I and J. In this research, the sample was selected by using systematic random sampling. The researcher selected every multiple five of the classes. E and J were selected as the samples that consisted of 20 students in each class. In this case, there were 40 samples. In an attempt to collect the data, two kinds of instruments were used namely writing test and interview.

FINDING AND DISCUSSION

The description of data on this research study shows the result of interlingual and intralingual errors towards students’ English composition.

1. Interlingual error

The table 1 shows that the total error of interlingual made by the students in English composition. There were 82 errors made by the fourth semester students in writing composition. There were 25 errors in underproduction, 22 errors in calques, 18 errors in overproduction, 9 errors in misinterpretation, and 8 errors in substitutions.

Table 1: Total of the Students’ Interlingual Errors

NO.	Interlingual	Total	Total percentage (%)
1	Underproduction	25	30,49
2	Overproduction	18	21,95
3	Substitutions	8	9,76
4	Calques	22	26,83
5	Misinterpretation	9	10,98
Total		82	100,00

Table 1 shows the most frequent errors made by the students in writing English composition. The most frequent errors made by the fourth semester students in writing composition were underproduction with 30,49% followed by calques with 26,83%, overproduction with 21,95%, misinterpretation with 10,98%, and the last one was a substitution with 9,76%.

Based on the result of the analysis, the kinds of error in writing composition made by the fourth semester students are underproduction, calques, overproduction, misinterpretation, and substitution. There are five items of interlingual errors found, as follows:

a. Underproduction

Underproduction means learners may produce very few or no example of target languages structure. The numbers of underproduction errors are 25 errors. This result means the amount of underproduction is the most dominant errors that were made by the students. For further description, it can be seen in the following example:

Table 1.1: Sample of the students' Interlingual Errors

Error construction	Suggested correction
The sunny weather at the start of the journey, and Jack's determination to ensure Rose lives a happy, fulfilled life adds flavor to an already tale	the journey started with sunny weather and Jack's determination to ensure Rose lives a happy, fulfilled life.
I will also continue to burden me losing my life in appeal to my parents but it is all the will of Allah SWT can only pray and Allah is the decisive.	I am willing to trade my life for them and I can only pray because Allah is the decisive.
In addition that have by the actor/actress who are expects in her or his acting make the roles that impressed real impression exist in our daily life.	Actor/actress, who acts their roles very good, gives a real impression to their life.

The examples above describe that the students produced very few or no example of target language structure. It was resulted from the two factors: the students' inability of producing examples of target language structure and their sense of particular structure in the target language are very different from counterparts in the native language.

b. Calques

Calques also called loan. It is a technique translation word for word in a language into another language, for example, translates each word literally. The numbers of calques are 22 errors. This result means the amount of calques is the second dominant errors that were made by the students. For further description, it can be seen in the following example:

Table 1.2: Sample of the students' Interlingual Errors

Error construction	Suggested correction
Maleficent is a kind hearted fairy, <i>who</i> is betrayed by his <i>beloved heart</i> , Stefan.	Maleficent is a kind hearted fairy, <i>which is betrayed by her loved one</i> , Stefan.

I like this film because the film is lifted from a fairy tale story entitled ' <i>beauty sleeping</i> ' in the likes of many children	I like this film because it was adapted from a fairy tale entitled ' <i>sleeping beauty</i> ' that liked by many children.
When I go home collage, I always like or remember them and until now <i>I cannot happy</i> them,...	When I go home from college, I always like to remember them because until now <i>I cannot make them happy</i> ...

c. Overproduction

The error is sometimes simply a consequence of underproduction. The learner may try to avoid using certain form, structures, or words. The errors on overproduction items consisted of 18 errors. In other words, the error of overproduction is the third dominant error in interlingual made by students. Several examples of overproduction errors can be seen in the following example:

Table 1.3: Sample of the students' Interlingual Errors

Error construction	Suggested correction
...the actor makes the movie *to stand head and shoulder above at all others	'the actors make the movie outstanding and became the first sequence of other movies'
In the new year *yesterday, almost every year our family will always come...	'almost every New Year, our family will come...'
*At that time, as usual, I go through the day after school continued with tutoring, after my head feels dizzy...	'At that time, I continued my tutoring after school even my head felt dizzy...'

The example above describes that the students tried to avoid the use of certain forms, structure, or words in a target language. Instead, the students made excessive use of what they believe to be correct. This error can be a consequence of underproduction.

d. Misinterpretation

The errors on misinterpretation items consist of 9 errors. It means that misinterpretation is the fourth dominant errors in interlingual occur in student writing composition. Those errors can be seen in the following example:

Table 1.4: Sample of the students' Interlingual Errors

Error construction	Suggested correction
...I am so afraid that I must lose one of them. Whatever will happen. He cannot *exist in the world.	'...I am so afraid if I must lose one of them. Whatever will happen, they cannot leave the world'.
This movie many who life and often watch up to many times	many people like this movie and often watch it many times'.
Because I've met directly with the store that is talk in this movie is prof. Hamdan Juhanis	Because I've met directly with Prof. Hamdan Juhanis in a store that mention in this movie

The example above describes that the learner interpreted a certain L2 item differently because of the influence of their L1. The students inferred something very different from what native speakers would infer.

e. Substitution.

Substitution involves the use of native language forms in the target language. The errors in substitution items consist of 8 errors. Those errors can be seen in the following example:

Table 1.4: Sample of the students' Interlingual Errors

Error Construction	Suggested correction
... because I just adapted to the person I belum know.	'...because I adapted to the person I don't know yet'.
I amat very sad and pray for my mobile phone	I am very sad because of my hand phone and wish for it to be repaired immediately
The fate of <i>na'as</i> happened to him when he visited his grandmother's house	An unfortunate event happened to him when he visited his grandmother's house

The example above describes that the students substituted the Indonesian language in their sentence.

2. Intralingual error

The table 2 shows that the total of intralingual error made by the students in English composition. There were 131 errors made by the fourth semester students in writing composition. There were 59 in false analogy, 29 errors in misanalysis, 16 errors in overlooking co-occurrence restrictions, 7 errors in incomplete rule application, 5 errors in hypercorrection, 6 errors in exploiting redundancy, 9 errors in system-simplification or overgeneralization.

Table 2: Total of the Students' Intralingual Error

NO.	Intralingual	Total	Total percen tage (%)
1	False analogy	56	44,09
2	misanalysis	29	22,83
3	Incomplete rule application	7	5,51
4	Exploiting Redundancy	6	4,72
5	Overlooking co-occurrence restrictions	16	12,60
6	Hypercorrection	5	3,94
7	System-simplification	8	6,30
Total		127	100,00

The description of data on this research study shows the result of intralingual errors towards student's English composition. There are 7 items of intralingual errors that found in students English composition, as follows:

a. False analogy

False analogy reflects errors committed by the writer's not fully understanding a distinction in the target language. In false analogy, there were 56 errors. The number of errors is the most dominant error occurs in students writing composition. The examples of errors on false analogy can be seen in the following example:

Table 2.1: Sample of the students' Interlingual Errors

Error construction	Error suggestion
My parents are the old man who is perfect for me.	My parents are the perfect parents for me.
Risa finally summoned his ghost friends with iconic song that he used to sing...	Risa finally summoned her ghost friends with an iconic song that she used to sing...
They cried because they cannot sleep well and remember they home	They cried because they cannot sleep well and remember their home

The examples above show that the errors occurred because the students did not fully understand the distinction in the target language. The students mistakenly assumed the rules in L2 from their known information.

b. Misanalysis

Misanalysis is caused by the wrong concept of a particular rule in the target language. The errors in misanalysis consist of 29 errors. This amount shows that the number of misanalysis error is significant. The result shows that misinterpretation is the second dominant errors in interlingual occur in students writing composition. The examples of misanalysis errors can be seen in the example below:

Table 2.1: Sample of the students' Interlingual Errors

Error construction	Error suggestion
...I was intercepted by my mother at the harbor who at the time I had to go to Makassar...	'...I was intercepted by my mother at the harbor because at the time I had to go to Makassar...
My shabby *blue purse was probably because he was so old but I never forgot to take it...	'My shabby blue purse was probably so old but I never forgot to take it ...'
Titanic is a film... he tells the story....	'Titanic is a film... it tells the story of...'

The example above presents the errors of misanalysis. The students seem misanalysis the particular rule in a target language. For the students, it is possible that they formed a hypothesis of TL item and put it into their writing. This error is caused by the wrong concept of a particular rule in the target language.

c. Overlooking co-occurrence restrictions

This error is caused by failing to observe the restriction of L2 existing structure. The errors in overlooking co-occurrence restriction consist of 16 errors. This amount means this kind of error is quite significant. We can see the following example:

Table 2.2: Sample of the students' Interlingual Errors

Error construction	Error suggestion
...who participated in the contest and then gave it to organizing committee	'...who participated in the contest and then gave to organizer committee'
...he had to struggled on his whole life.	'...he had to struggle on his whole life'
...the best and the most pure of all deeds...	'...the best and the purest of all deed...'

The example above presents the error on overlooking co-occurrence restriction. The error shows that the student is failing to recognize the restriction of L2 exiting structure.

d. Incomplete rule application

The error occurs when the students is failing to indicate the correct word order. The errors in incomplete rule application consist of 7 errors. It means the amount of the error is quite significant. The example of error can be seen in the following sentence:

Table 2.3: Sample of the students' Interlingual Errors

Error construction	Error suggestion
...because everybody has destiny is different...	'...because everybody has a different destiny...'
...I will borrow hand-phone my friends because my card...	'...I will borrow my friend's hand-phone because my card...'
...keep trying because the future who know.	'...keep trying because no one knows the future...'

The example above shows that the student failed to indicate the correct word order. They did not fully understand to make the correct sentence in a target language.

e. Hypercorrection

The term hypercorrection refers to the writer's over-indulgence of their writing output. The errors in incomplete rule application consist of 5 errors that found in English composition made by the students. The example of error can be seen in the following example below:

Table 2.4: Sample of the students' Interlingual Errors

Error construction	Error suggestion
In this movie, 100 years ago, a boy was called himself 'The Avatar' by people	'in this movie...the boy called 'The Avatar' by people'.
After four months ago, the new house was already used.	'After four months, the new house was already used.
When I meet my idol in Makassar last year ago.	'Last year, I met my idol in Makassar'.

The examples above describe that the error of using hypercorrection occur because the students tried to overcorrection to a particular rule. The students intended to correct the particular rule but they didn't notice the errors.

f. Exploiting redundancy

Redundancy refers to the way the learner employs word or phrases which add nothing to the overall meaning of the sentence. The errors in exploiting redundancy consist of 6 errors. The example of error can be seen in the following sentence:

Table 2.5: Sample of the students' Interlingual Errors

Error construction	Error suggestion
Indonesian movie are also many that have funny, comedy series	'Indonesian movies are also having many comedy series'.
... someday you might tell your son and granddaughter's grandchild	... someday you might tell your son or daughter and grandchildren
...so my feeling become bad and not good...	'...so my feeling is not good...'

The example describes that the error of exploiting redundancy occurs because the students employed word or phrases which add nothing to the overall meaning of the sentences. Those unnecessary repetitions should be eliminated because they do not improve writing but add nothing to what has already been expressed. The students decorated their sentence with unnecessary words and phrases of emphasis, though without them, the sentence equally capable of stressing the meaning.

g. Overgeneralization or system simplification

This error type is found when the writer learns a rule or pattern in the target language; she/he then assumes that the rule or pattern operates without exceptions. The errors in overgeneralization consist of 9 errors. This error is the last error in intralingual made by the students in English compositions. The examples of overgeneralization as follows:

Table 2.1: Sample of the students' Interlingual Errors

Error construction	Error suggestion
And as you know that was happened <i>long past</i> and we didn't have...	'And as you know that was happened <i>long ago</i> and we didn't have...'

when I came back to remember that moment is felt the world was on my side	when I recall that moment it felt that the world was on my side
Actually, not only my mom, my father <i>also</i> very meritorious until I can to like this.	Actually, not only my mother, <i>but also</i> my father is very meritorious, so I can be like this.

The examples above show that the overgeneralization or system simplification error occurs when the respondents learn a rule or pattern in a target language, then they assume that the rule or pattern use without exception. The sentence above describes that the participants used the particular rule in all context. The respondent did not realize the right pattern to put in their writing composition.

3. Students' perception about the causes of interlingual errors

Some causes of error were found by the researcher from the interview that held after analyzing the paper written by fourth semester students of Muhammadiyah University of Makassar. The researcher asked why the students wrote the errors sentence. The researcher asked the same question for five students on different days to make sure that the sentence made by the fourth semester students were really intentionally written.

a. The students' perception about the cause interlingual error made by EFL students in writing

Interference of native language rules to second language rules was also found in this research. From the findings above, the researcher assumed that most of the students used their native language rules in English writing. The second cause of the error is because the students generally translate a sentence word by word. The third cause of the error is because the student did not fully understand how to correlate between the first paragraph and the next paragraph and the fourth cause of the error is because they lack of interest in writing component, wandering of attention, etc. which cause them to be incompetent in writing.

b. The students' perception about the cause of intralingual error made by EFL students in writing.

Some intralingual cases in writing were found because the learners believed that the sentence they wrote was surely correct. These beliefs are usually based on previous learning experience and the right or wrong assumption. The researcher also found that the students the students did not fully understand the distinction in the target language. The students who made some errors were confused how to use the same rule in English. Some sentence they wrote was correct but others were errors. When the researcher asked them about their correct and errors sentence, they could not answer. The next causes of the error are the students admitted to memorize and that did not help in writing so much as they tended to get confused on the time frame of the tenses. The last cause of the error is the students still have doubts in using some rule in English. They did not sure in using a particular rule.

CONCLUSION AND SUGGESTIONS

This present study has led us to conclude that the interlingual and intralingual errors are one way to know the students achievement in English language. Through interlingual and intralingual study, the students know which areas that they must improve. These findings also provide encouragement for further research related to find solution how to lessen the errors in writing essay particularly interlingual and intralingual errors.

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